DOCUMENT RESUME

ED 117 033 SP 009 710

AUTHOR Schillo, Genevieve; Fasenmyer, Mary Sarah
TITLE Many Peoples--Shared Dreams: A Curriculum Guide for Multi-Ethnic Studies.
INSTITUTION National Catholic Educational Association, Washington, D.C.
PUB DATE 73
NOTE 51p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Cultural Awareness; *Curriculum Guides; *Elementary Secondary Education; Ethical Values; *Ethnic Studies; *Moral Development; Multicultural Textbooks; *Self Concept; Social Maturity; Social Problems; Teacher Attitudes
IDENTIFIERS *Multicultural Education

ABSTRACT

This is a curriculum guide for multiethnic studies. The introduction explains the importance of such studies as a part of values clarification even for young children. After the introduction there is a resource model which is divided into four sections. The first three sections (levels A-C) correspond with developmental stages in the learner. Level A fosters awareness; Level B fosters understanding and response; and Level C fosters recognition and commitment. The fourth section, Level D, deals with using the arts to explore ethnicity. Each level is laid out by goals, conceptual ideas, and suggested activities in which children learn about themselves and their own families and communities and then compare their similarities and differences with other groups and communities. Discussions on faculty development and planning and curriculum evaluation are included in this guide as well as a questionnaire for teachers to explore their own ethnic attitudes and experiences and the make-up and needs of their classroom. A list of ethnic organizations and a bibliography are also included. (CD)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117033

MANY PEOPLES--SHARED DREAMS: A CURRICULUM GUIDE FOR MULTI-ETHNIC STUDIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Sister Genevieve Schillo

and

Sister Mary Sarah Fasenmyer

Curriculum Development Center
The Catholic University of America
Washington, D.C.

Prepared for the Chief Administrators of Catholic Education,

National Catholic Educational Association

Washington, D.C.

1973

SP 009 710

NCEA

DEPARTMENT OF CHIEF ADMINISTRATORS OF CATHOLIC EDUCATION

Executive Committee:

Rev. Msgr. James D. Habiger, Winona, MN
Rev. Patrick J. O'Neill, Fall River, MA
Rev. Russell M. Bleich, Dubuque, LA
Rev. Msgr. Francis X. Barrett, Allentown, PA
Rev. Frank Mouch, St. Petersburg, FL
Rev. John Gilbert, St. Paul, MN
Mr. Joseph Jasmin, Fresno, CA
Rev. Emmet Harrington, Washington, DC
Rev. John D. Thomas, Worcester, MA

Ex Officio Committee Members:

Rev. Bernard A. Cummins, Past President, San Francisco, CA
Dr. Edward D'Alessio, Washington, DC
Bro. Bernard Flood, Roslyn, NY
Rev. Msgr. Olin Murdick, Washington, DC

Executive Secretary:

Rev. John F. Meyers, NCEA, Washington, DC

Copies of this publication may be obtained by writing:

Publications Sales
National Catholic Educational Association
One Dupont Circle, Suite 350
Washington, DC 20036

Prices of Publication:

Single copy	$2.50
2-10 copies	2.25
11-25 copies	2.00
26-50 copies	1.75
51-100 copies	1.50
over 100 copies	1.00

All orders totaling $10.00 or less must be prepaid.

Postage costs will be added to all book orders not prepaid.

MANY PEOPLES--SHARED DREAMS: A CURRICULUM GUIDE

FOR MULTI-ETHNIC STUDIES

Table of Contents

	Page
Foreword	1
Introduction	ii
I. RATIONALE FOR A MULTI-ETHNIC CURRICULUM	1
II. RESOURCE MODEL FOR A MULTI-ETHNIC CURRICULUM	5
Level A: Awareness	6
Level B: Understanding and Response	10
Level C: Recognition and Commitment	13
Level D: The Arts in Ethnicity	18
III. FACULTY DEVELOPMENT AND PLANNING	21
IV. EVALUATION IN THE MULTI-ETHNIC CURRICULUM	26
V. RESOURCES FOR ETHNIC STUDIES	28
A. General Sources	28
B. Catalogs and Bibliographies	31
C. Curriculum Planning and Development	35
D. Theory and Background for Ethnicity	40
APPENDIX A: MULTI-ETHNIC STUDIES IN OUR SCHOOL: A QUESTIONNAIRE	43

MANY PEOPLES--SHARED DREAMS: A CURRICULUM GUIDE FOR MULTI-ETHNIC STUDIES

Foreword

At their 1971 annual conference the Chief Administrators of Catholic Education, a department of the National Catholic Educational Association (NCEA), resolved to develop a curriculum guide for Catholic schools "that both embraces and supports a valid pluralism in life-styles and cultural roots, and that insists upon the value of group cultural differences as portraying the genuine picture of American society." Many Peoples--Shared Dreams: A Curriculum Guide for Multi-Ethnic Studies results from that expression of concern and interest on the part of leaders in Catholic education.

It is particularly appropriate that the Chief Administrators of Catholic education should evidence a concern for value-oriented ethnic learning. Many persons support Catholic education because they want young people to have the opportunity to explore and investigate the world from a value-oriented perspective. Among these values is the belief that the racial and ethnic uniqueness of each person contributes to the richness of man's world.

The Chief Administrators are grateful to the Curriculum Development Center of Catholic University for the work done in preparing this study. The Center acknowledges the assistance of teachers, administrators and ethnic societies who assisted in the project.

Introduction

The purpose of Many Peoples--Shared Dreams is to provide guidance for Catholic school faculties in planning and developing curricula which recognize the role of social and ethnic diversity in the American experience. Also it is anticipated that the guide will raise the consciousness levels of teachers to the implications of value education implicit in ethnic diversity. As such, the use of the guide should foster in teachers a sensitivity and response to those racial, ethnic and familial values and aspirations manifested in young people. Lastly the guide can assist teachers in becoming aware of the richness inherent in the cultural heritage and life experience of Blacks, Hispanic-Americans, American Indians, and the peoples of Asian and European ethnic communities. This cultural wealth properly should be a part of the curriculum of every Catholic school.

Many Peoples--Shared Dreams is not directed to any one of the many cultural, social, racial or ethnic communities in the United States. The intent of the guide is to help teachers in planning learning experiences which are addressed to the needs of all young people to learn about their own heritage and that of other communities, and to respect and cherish the cultural richness of the American experience.

I. RATIONALE FOR A MULTI-ETHNIC CURRICULUM

"Ethnicity is the cultural bond holding individuals together in historic groups and societies--as the primary force assuring group survival and development, and, within the group, the unfolding of human potentials, intellectual, expressive and moral."[1] Does it follow that multi-ethnic studies should be a part of the elementary school curriculum? The answer is an emphatic affirmative! Ethnicity relates to the values men hold, and the realization and clarification of a value system is an essential component in the maturation of young people. Also, the rich and varied content of multi-ethnic studies provides a wealth of significant ideas and materials which enhance and enrich the curriculum of the modern school.

Rather than accept ethnicity as a cultural bond, some critics fear that the recognition of ethnic differences will cause a serious divisiveness in society. In opposition to this notion, Banks states that, "ethnic studies are needed by all students to help them to understand themselves and the social world in which they live. The minority experience is part of the human experience and education should deal with the total experience of man."[2] Through multi-ethnic studies the student can discover himself as a member of a unique community. He can come to know how Blacks, American Indians, European, South American and Asian peoples face human need and human concerns. The young person can grow in his ability to empathize and accept diversity

[1] Richard Kolm, "Ethnicity and Society: A Theoretical Analysis and Its Implications for the United States," (Unpublished paper, Conference on Problems, Progress, and Prospects of the American Working Class in the 1970's, Rutgers University, 1970, pp. 19-20.)

[2] James Banks et al., Teaching Social Studies to Culturally Different Children. (Reading, Mass.: Addison-Wesley Company, 1971), p. 16.

of heritage and values, while recognizing that today's world is a setting for common goals and shared experiences.

However, the problem of incorporating ethnic studies into the school curriculum remains a difficult one. Today's curriculum bulges with new topics, new approaches to student needs, new tasks for the school, and more importantly, new responsibilities for the teacher. He must work to put all the experiences of the student's day into a curriculum which accomplishes its goals, which is economical, which is pleasant, and which meets the individual needs of students. The guide has been prepared to give maximal assistance to faculties and individual teachers in the immediate implementation of multi-ethnic studies in Catholic schools.

Part I of the guide introduces the study and presents the rationale. Part II, A Resource Model for a Multi-Ethnic Curriculum, and Part III, Faculty Development and Planning, are designed to be used for total planning. Part IV details the evaluation of multi-ethnic studies, and Part V includes a complete listing of resources and materials for faculty inservice experiences.

The curriculum resource model, as developed in Part II, is arranged in four principal sections. Three of the sections, Level A: Awareness, Level B: Understanding and Response, and Level C: Recognition and Commitment correspond to maturity levels of young people. The theme of the fourth section, Level D: The Arts in Ethnicity, stresses the enjoyment and appreciation of ethnic diversity. This section is designed to relate to other curriculum fields or to be used in conjunction with Levels A, B and C.

Levels A, B and C are designed to help the teacher plan for individual needs of the students, in that maturity levels do not necessarily corres-

pond with age levels. For example, a six-year old child might be self-confident, sensitive to differences in others and respectful of differing values. This child might enter the ethnic studies curriculum at Level B or Level C. In contrast, a fourteen-year old student might have little sense of self-worth and be hostile to those different from him. This student would need to enter Level A, then progress through Level B and Level C.

Each of the four principal sections, Level A, Level B, Level C and Level D, includes:

(1) Goals which give direction and purpose to student learning. The goals are formulated in such a way as to suggest student outcomes. The goals may be used to develop specific learning objectives.

(2) Conceptual understandings which provide a basis for judging the validity and authenticity of source materials used for student activity.

(3) Topics which provide content areas for student activity. Topics also suggest the arrangement and organization of the curriculum into learning units.

(4) Learning activities which enable the student to grow in understanding and appreciation of ethnic concerns. Learning activities are arranged according to age and skill of the students.

A busy faculty, possibly unable to plan a total curriculum for multi-ethnic goals, can incorporate some elements of the resource model into the on-going school day. For example, a teacher may wish to develop one topic or one concept into a mini-unit which could be carried out in a period of two or three days. Another teacher may adapt the general content of a social studies program to multi-ethnic goals and content. Still another teacher might select some activities which could be accommodated easily in the school

day. Many teachers may wish to select valuing activities and use these to develop an entire module whose goals relate to the valuing process as this touches on ethnic identity. Ideally, the curriculum planning involves the entire faculty, but the guide does provide information which is of assistance to the individual teacher in his own curricular presentations.

Multi-ethnic studies relate well to interdisciplinary programs. The music, art, folk literature and crafts of ethnic peoples greatly enrich the humanities program of the school. So too, the themes and topics of ethnicity introduce a fresh dimension to the study of history, religious studies, geography, and modern social sciences.

Some school faculties and individual teachers may wish to examine their own attitudes and those of their students prior to adopting a program of ethnic studies. Multi-Ethnic Studies In Our School: A Questionnaire (Appendix A) provides a means by which the faculty or individual teachers may survey and discuss need and approaches to multi-ethnic studies. The questionnaire can also be adapted for the use of mature students.

The introduction of multi-ethnic studies in the curriculum is a challenging task. However, the study of one's own people and also of other peoples can bring a richness and stimulation to the young person's curriculum experiences. Such experiences can also foster in young people those understandings and attitudes which are the goal of all education, viz., greater understanding, a sense of personhood, increased awareness of the needs of others, and a strong and abiding commitment to the service of others.

II. RESOURCE MODEL FOR A MULTI-ETHNIC CURRICULUM

The resource model is arranged in four sections. The first three sections, Level A: Awareness, Level B: Understanding and Response, and Level C: Recognition and Commitment, correspond with developmental stages in the learner. As explained in the preceding section, developmental stages are not necessarily growth stages or age stages; rather the term is used to refer to the development of the learner in terms of his own progress or mastery of the basic elements of the multi-ethnic studies. The fourth section, Level D: The Arts in Ethnicity, is designed to relate to other subject fields of the curriculum. It may also be used in conjunction with Levels A, B, and C.

As described in Part I, each of the four principal sections of the resource model include goals, conceptual understandings, suggested topics and learning activities. The model may be used as a total curriculum plan for multi-ethnic studies, or elements of it may be incorporated into the on-going curriculum of the school.

Level A: Awareness

(1) Goals: The following goals are suggested for Level A:

(a) That each student grows in awareness of the worth of himself as a responsible member of his community.

(b) That each student grows in awareness of the worth of his own family and people.

(c) That each student grows in awareness of the experiences and values which are characteristic of his community, those which are characteristic of other communities, and those experiences and values which are shared.

(2) Conceptual Understandings:

Ethnicity is one basis for psychological and social maturity.

-- The individual identifies himself in the context of the community.

-- The process of socialization, the transmission of values of the community to the young person, takes place in community.

(3) Suggested Topics:

To indicate some of the possibilities for developmental activities in the context of self and community the following topics are suggested:

My Interests. How I See Myself. What I would Like to Be.

My Family and My People. The Story of My Family. My Family Today.

What Is Community? Insiders and Outsiders.

The Many Communities of Our City. Shared and Different Experiences, Desires, Values.

What Is "Race"? What Is "Minority"?

(4) Learning Activities:

To achieve Goal (a)

That each student grows in awareness of the worth of himself as a responsible member of his community. --

the student may participate in any one or several of the following activities:

-- create a collage which expresses his interests.

-- list characteristics which he likes in others. Check those he would like to be characteristic of himself.

-- pantomime activities that make him feel happy or successful, activities in which he feels sad or unhappy.

-- select his hero figures. Why are they heroes to him?

-- role-play some character in a story or play that is most like him, or who is like the person he wants to be.

-- suggest some of the many ways in which he communicates feelings and thoughts. Indicate the different people with whom he communicates. How can one communicate without words?

-- describe various responses to verbal and nonverbal communication which make him angry, sad, happy.

-- identify priorities in his life, what is important to him?

-- choose music that portrays what he wants to achieve as a person.

-- select and play music which describes how it feels to be lonely, left-out, etc.

-- keep a diary of activities, reactions, feelings, etc. that suggest the kind of person he most respects. Explore advertising for words and photographs that best illustrate that kind of person.

-- act out events that portray values which he supports. Compare and contrast values of other students.

-- paint or sculpt a self-portrait as he is, as he would like to be. Compare this with that of a friend. Indicate likenesses and differences.

-- evaluate critically the portrayal of persons in current films, television shows, books. Indicate stereotyping. Discuss relationship between values held by Americans and stereotypes of persons.

-- examine his own stereotypes of persons of similar and different minorities or ethnic groups. Discuss basis for these stereotypes.

-- prepare a dance or pantomine illustrating his feelings about a supreme being.

-- examine priorities and concerns in topical area such as money, love, friendship, worship, etc.

-- find words that describe emotions, feelings, moods, character, etc. Relate these words to his understanding of his own needs and those

of his community. Develop an essay, scrapbook, graphic, or sight-sound presentation. Present it to a small group.

To achieve Goal (b) --

That each student grows in awareness of the worth of his own family and people. --

the student may participate in any one or several of the following activities:

-- exhibit family photographs. Look for likenesses in the family.

-- examine pictures of other students' families. Look for family likenesses.

-- invite your parents to join you in planning a worship service. Participate in the worship as a family.

-- explore family experiences in the "old days."

-- compare and contrast experiences common to other families.

-- construct a collage of his family. Include objects important to them.

-- tape the reminiscences of a grandparent. Listen to the reminiscences. Note what is important to him.

-- develop a chart tracing the family "tree."

-- plan a worship service as a family or school community.

-- locate family artifacts. Plan an exhibit of these.

-- make puppets of himself, his family and his friends. Use the puppets to describe events and attitudes important to them.

-- list characteristics which make him a person of his own times. Compare this with characteristics of his parents, aunts and uncles, grandparents, and brothers and sisters.

-- make a mobile of experiences and people which have influenced him. Include family, important events, etc.

-- list basic needs which are fulfilled through family and friends. Role-play actions which show fulfillment.

-- explore learning experiences of the members of his family. Note changes, likenesses and differences. Prepare an essay, sight-sound presentation or graphic display to illustrate similarities and differences.

To achieve Goal (c) --

That each student grows in awareness of the experiences and values which are characteristic of his community, and those which are characteristic of other communities. --

the student may participate in any one or several of the following activities:

-- use a map of the city. Locate his house, neighborhood, and school.

-- find street and local names that suggest early settlement. List these.

-- locate census data about his city. Note population, racial and religious groups. Display this information.

-- distinguish among the various communities of the city by examining values held in common. Include communities of the aged, youth, and ethnic and racial groups. After noting the various value-oriented groups, investigate the presumed values in detail. Include library research and interviews. Summarize findings. Accept or reject initial groupings.

-- list characteristics of the school as a community. Include elements of common experience, similar values and purposes, and social interaction.

-- note rights and privileges of older members of the school community Relate these to responsibilities of more experienced people in a society.

-- plan a photograph exhibit of the various age groups in his neighborhood. Indicate how these people are also part of his local community, their ethnic or minority groups, or his neighborhood.

-- ask a member of a social agency to discuss with him the aged in his city. Relate this information to questions about the role of the aged in our society. Relate this information to questions about the aged in the various ethnic communities.

-- prepare a presentation showing his neighborhood's view of young people, their role and their importance. Compare and contrast this with the city as a whole. Relate to family and community values. Relate to values discerned in the communities above.

Level B: Understanding and Response.

(1) Goals: The following goals are suggested for Level B.

(a) That each student understands and responds with sensitivity to the richness and diversity in other peoples.

(b) That each student understands and responds with sensitivity to the need of each community to be respected and to receive fair treatment from others.

(2) Conceptual Understandings:

Religious, moral, social, and cultural values both shape and are shaped in the context of the community. These values become characteristic of the community.

-- Communities experience a "we-they" perception of themselves and other communities.

-- Perception of common origins, and the phenomenon of race tends to reinforce ethnic and cultural communities.

-- The existence, development and interaction of historical societies is shaped by ethnicity.

(3) Suggested Topics:

To indicate some of the many possibilities for developmental activities in the context of various ethnic and minority communities the following topics are suggested:

Do you Belong to a Community? What Makes Your Community?

The Religious Values/the Value of Religion in the Irish, Black, Hispanic-American, Polish, etc., experience.

Racism and Prejudice -- Today's World.

WASPS and the "American" Ethic.

Little Italy (or Poland, or Chinatown, etc.): A Small Society in a Big City.

Why Can't They Learn English? Non-English Speaking Americans.

Assimilation and Racism: White Americans--and Black, Red, and Yellow Americans.

The Tribe and the Person: The American Indian.

What Is a Minority?

(4) Learning Activities:

To achieve Goal (a) --

That each student understands and responds with sensitivity to the richness and diversity in other peoples. --

the student may participate in any one or several of the following activities:

-- research the origins of words. Note words which come from ethnic groups which live in his city, those which come from American ethnic groups.

-- develop a scrapbook of persons in a field which interests him, e.g. athletics, popular singers, etc. Make note of ethnic backgrounds.

-- display posters of various countries around the world. Investigate location and numbers of people from these countries who live in the United States. Select an ethnic group for which he has a particular concern.

-- discover those persons who contributed to the richness of that race or ethnic group, or who contribute especially to American life. Prepare a graphic display to illustrate his research.

-- discover information relating to origins, work, religious, etc. of his own ethnic community. Construct comic books which illustrate facts about his own people. Compare with others.

-- explore neighborhoods, museums, attics, etc., for artifacts illustrating local history. Relate local history to the national scene. Make special note, if possible, of ethnic origins of materials. Relate these to the American experience of these ethnic groups.

-- read biographies or stories of persons who have different ethnic backgrounds. Compare and contrast their life space, their opportunities, how they see themselves, and what they most value.

-- research outstanding contributors to the good of his city. In particular, find out persons who are of a race or ethnic group different from him.

-- write letters congratulating persons who have contributed to the well-being of the neighborhood.

To achieve Goal (b)

That each student understands and responds with sensitivity to the need of each community to be respected and to receive fair treatment from others. --

the student may participate in any one or several of the following activities:

-- investigate geographic clusters of ethnic or racial groups in particular cities. Try to find out the reasons for this grouping of people. Relate to national experience of communities.

-- research the history of his ethnic group in the United States. Why did they emigrate? What work did they do? How long ago or how many generations ago did emigration take place?

-- invite local religious leaders to school. Ask if they will discuss with him elements common to each of the religious groups, elements which are different. Research further these elements and the people who follow that religious persuasion. Prepare an essay, sight-sound or graphic presentation illustrating certain aspects of research.

-- construct or locate models of a culture which could be put into a shoe box. Select articles which illustrate important aspects of that group's culture and life experiences. Prepare an exhibit or presentation for other students.

-- collect and display slogans and posters which suggest ethnic goals and values, e.g., "Black is beautiful."

-- research famous people of different ethnic backgrounds. Compare their various beliefs, attitudes and values as evidenced in their lives. Compare and contrast these with his own.

-- visit art museums to look for the portrayal of feeling, a cultural influence, special ethnic contributions, etc. Develop a display to illustrate his conclusions.

-- research, write, and dramatize some historical event that brought about an important change in a people's history, for example, the building of the railroad brought Orientals to the United States, the Montgomery, Alabama bus incident, etc.

-- identify values of contemporary society, e.g. beauty, peace in the world, physical strength, money, etc. Ask some people in his neighborhood, his class, his school to place these in priorities. Try to discern patterns of values. Try to account for priorities using information gained from his studies of ethnicity in his community. Develop a presentation and present conclusions to his class, his parents or to the faculty.

Level C: Recognition and Commitment:

(1) Goals:

(a) That each student recognizes and responds to other persons whom he perceives as different from himself.

(b) That each student recognizes and accepts his responsibility to treat fairly those persons whom he perceives as different from himself.

(c) That each student recognizes and accepts his responsibility to seek just and humane solutions to social, political and economic programs which arise from the multi-cultural heritage of this nation.

(2) Conceptual Understandings:

-- Common values provide a basis by which groups perceive their own experiences, and the experiences of others.

-- Commonality and diversity in the American experience are relevant to the values held by American ethnic groups and communities.

-- Values of a technological society and values of ethnic societies may be contrary to each other.

(3) Suggested Topics:

To indicate some of the many possibilities for developmental activities in the context of various ethnic and minority communities the following topics are suggested:

Communes for Some Young Americans: Flight to Community?

The Hyphenated American: What Makes Him Different.

Blacks Look at Black History.

Equal Opportunity or Equal Achievement?

Who Interprets the American Experience: The Reality of History and the History Books

Separation, Integration, and Equality: Problems and Processes.

Black Muslims: Religion, Race, and Responsibility.

The Suburbs: Middle America Flees to Community, or from It?

The Bureau of Indian Affairs: The State as "Big Brother"

Who Takes Care of Granny: The Family-Community or the State-Community?

Is There Room for Ethnicity in the Global Village?

(4) Learning Activities:

To achieve Goal (a) --

That each student recognizes and responds to other persons whom he perceives as different from himself.

the student may participate in any one or several of the following activities:

-- use maps and globe to locate racial and cultural groups around the world. Investigate how they have used resources to express values through music, art, the dance, etc.

-- investigate social issues reported in current newspapers. Relate the issues to ethnic studies. Summarize these issues for the school newspaper.

-- ask a neighboring church group or parish if he may attend their youth club meeting. Make a point to introduce himself to the members.

-- prepare a TV program, slide-tape presentation, or pictorial story that illustrates the vitality and/or humane quality of, for example, industrial workers, children, old people, city people, farmers, etc. Exhibit the presentation to other students. If possible, exhibit in an old peoples' home, another school, etc. Compare and contrast reactions.

-- research the biological basis of skin color, configuration, hair, etc. Investigate graphics, e.g., magazine advertisements, to determine relationship of beauty standards to certain racial groups. Prepare a display which exhibits his findings and conclusions.

-- construct multimedia kits representing the history of a certain ethnic group. Invite a member of that group to evaluate critically the kit. Use criteria such as correct factual information, appropriateness of selection, etc. Make necessary corrections. Invite other students to use kits to enlarge their understanding of other peoples.

-- delineate and research important issues which touch on race or ethnicity. Select one issue. Invite a few students from another ethnic or racial group to discuss these issues with him.

-- develop a "checklist" illustrative of qualities he desires in himself. Circulate the checklist among other students especially those

of other communities and ethnic groups. Revise the checklist accordingly. Use it to determine priorities.

To achieve Goal (b) --

That each student recognizes and accepts his responsibility to treat fairly those persons whom he perceives as different from himself.--

the student may participate in any one or several of the following activities:

-- role-play some aspect of need which persons in his family express. Then role-play some possible responses which he might make to this need.

-- role-play a playground incident. Have actors assume roles of children of different minorities. Make a note of reactions to the incident.

-- use a simulation game to explore perspectives of minorities. Examples of such games include housing, police and community, etc.

-- research and learn a house-keeping skill from another place or time, for example, churning butter, weaving. Demonstrate this skill to younger students. Relate the period of this skill to the history of his city.

-- research mottos and quotations from writers of other ethnic groups. Create posters illustrating these mottos. Ask his librarian if he may display these posters in his library.

-- view a film such as The Emigrants or Sounder. Investigate the reactions of others to the film. Explore the authenticity of the film. Compare these films with Super Fly, Blacula, etc. Relate his discussion to previous activities pertinent to values, stereotypes, cultural heritage, etc.

-- prepare a set of pictures illustrating everyday occurences, e.g., acts of kindness, household and work activities, accidents, etc. Interview persons of various minority groups. Compare and contrast their responses. Do the same with older and younger people. Summarize and present observations to the class.

-- examine newspaper accounts of race incidents. Determine if the writer is exhibiting a particular bias or stereotypical view of persons of minority or ethnic groups.

-- analyze characters in television shows. What kinds of roles do Blacks play? American Indians? White Americans? White ethnic Americans? Summarize and present conclusions.

To achieve Goal (c) --

That each student recognizes and accepts his responsibility to seek just and humane solutions to social, political and economic programs which arise from the multi-cultural heritage of this nation.--

the student may participate in any one or several of the following activities:

-- invite a group of younger children to prepare a worship service with him. Participate in the worship.

-- visit an "action" group in your city. Request information about their activities, sources of support, etc. If possible, volunteer his services.

-- volunteer for social actions such as delivering election flyers, helping at a church supper, visiting with old people in a nursing home, etc. Keep a record of observations and activities.

-- join the Red Cross volunteers at his local hospital. Make a particular point to visit with old people and young children.

-- invite a lawyer or social worker to discuss with him some of the evidence of discrimination in today's society. Try to document his viewpoint by reading articles in newspapers and periodicals.

-- use the school's public address system. Prepare and deliver a speech detailing current problems which may have some bearing for ethnic understanding. Include documentation to support his views.

-- identify social issues pertinent to racial or ethnic diversity. Research these issues. Then invite an official in government, industry, education, etc., to discuss these issues with him. Compare and contrast viewpoints.

-- invite clergymen of various faiths to discuss their mission programs. Donate money to the various religious groups. Request that this money be used for charitable purposes.

-- investigate fund-raising for charitable purposes. Find out if funds are distributed to all classes of persons. Donate baby-sitting money to one or more of these charities.

-- ask a Peace Corps/Vista representative or member to talk to his class. Dialog with him regarding the social and economic values of a country with which he is familiar.

-- Develop a simulation game which would help students empathize with the values and attitudes of the peoples described above. Try the

game out with students who have not heard the talk. Revise the game as indicated by their responses.

-- gather information about the "third world." Explore the effect of American investments on this fraction of the world's peoples. Relate the experience of the "third world" peoples to American peoples with whom they share a common heritage. Compare and contrast issues and problems. Develop an essay, sight-sound or expressive pantomime to illustrate these issues.

Level D: The Arts in Ethnicity

The contribution of every cultural heritage through its art forms is an important component of ethnicity. Use of art forms should characterize the learning activities at all three of the levels previously discussed. A general goal is suggested which is applicable to Level D, but it must be emphasized that the use of the varied art expressions characterizes the entire curriculum of multi-ethnic studies.

(1) Goal: The following goal is suggested as Level D:

That each student enjoy the folkways and ethnic customs of his own people and those which are a part of our country's multicultural heritage.

(2) Conceptual Understanding:

Folkways are the manifestation and reinforcement of ethnicity.

(3) Selected Topics:

To indicate some of the many possibilities for concept development in the context of various ethnic and minority communities the following topics are suggested:

Enjoying Games, Stories, Dances, and Art of Other Peoples.

The Goodies and the Badies: Priorities, Values, and Interests of Peoples as Expressed in Folklore.

Universals and Particulars: the Themes of Folklore.

Bang-Bang and B.O.: TV Folklore for Today's Americans.

(4) Learning Activities:

To achieve the Goal --

That each student enjoy the folkways and ethnic customs which are a part of his own heritage and those which are a part of the heritage of other peoples. --

the student may participate in any one or several of the following activities:

-- listen to, then learn a song which portrays a culture different from his own.

-- listen to a tape recording of a dialect or accent not common in his part of the country.

-- learn how to play a game popular in another culture.

-- invite a person to come to his school to teach him phrases of greeting, politeness, etc., of a language not his own. Use these in the classroom

-- research songs, art, and dance of his own people. Plan a presentation, exhibiting some of these elements of human community.

-- check his local television schedule for programs related to ethnicity. Post notices of these programs on the school's bulletin board. Watch the programs. Critique them on the basis of understandings and attitudes toward ethnic experiences. Share critique with the television stations.

-- research, participate in, and perform for others certain dances and games relating to a particular people.

-- invite a local musician to discuss and play for him themes and melodies that have become part of the world's well-known music.

-- invite a member of the local college's music faculty to show or describe musical instruments which peoples of other cultures use. If possible, construct instruments similar to these. Use them to accompany songs, dance, etc.

-- invite a local ethnic society to tell him about their culture and achievements. Relate their presentation to his own study of that group.

-- invite the drama department of a college in your area to make a presentation illustrating an oriental or African drama.

-- research, plan the menu, cook and serve a meal which includes ethnic foods. Invite his friends to the meal.

-- research, prepare and exhibit costumes of ethnic groups.

-- conduct a "folk" fair. Have community people gather to share skills, for example, bread-baking, knitting or to display a hobby. If possible, include special ethnic arts, e.g., Ukranian Easter egg decorating.

-- set up centers to exhibit artifacts of several cultures. Explain the artifacts. Relate to other studies of history and present life of these people.

-- invite persons from different ethnic, cultural or racial groups to his school. Ask them to talk about their skills, hobbies, and special interests. Look for commonalities as well as differences.

-- write to different ethnic societies. Request free and inexpensive materials which they might make available to the school. Display these materials. Relate content to studies regarding the history and present experiences of these people.

-- explore the folk literature of various ethnic groups. For example African, Oriental, Russian, Irish, etc. Compare and contrast themes, characters, moral of the story, etc. Tell or dramatize the stories to younger children.

III. FACULTY DEVELOPMENT AND PLANNING FOR MULTI-ETHNIC STUDIES

Faculty involvement is an important aspect of planning for programs in multi-ethnic studies. First of all, the decision to develop such a program, and to implement it in the school is the concern of all the faculty. Secondly, the need for articulation at all levels and in all fields of the school's curriculum suggests that certain decisions are best made by the total faculty. These decisions include the initiation of a multi-ethnic program, selection of topics, contacts with parents and community, and made of integration with other subjects. Lastly, a program whose goals include value and attitudinal changes requires a learning environment conducive to healthy student-faculty interaction. This is achieved only by cooperative faculty endeavor.

Many kinds of inservice experience can stimulate faculty involvement in the planning, implementation, and evaluation of a program in multi-ethnic studies. Carried out under the leadership of the principal these activities can contribute to each teacher's better understanding of ethnicity. At the same time, these activities help the teacher respond with sensitivity to the personal value-challenges inherent in multi-ethnic studies.

Inservice experiences can be categorized as 1) assessment activities; 2) investigating the concepts of ethnicity; 3) exploring local resources for the program; 4) cooperating with parents, students, and local community in planning the program; and 5) implementing and evaluating the program. Part V Resources for Ethnic Studies includes several references which may guide the faculty in program planning.

Faculty planning may include the following activities.

A. Under the leadership of the principal the faculty should assess the need for programs such as those of multi-ethnic studies.

-- explore informally racial biases and stereotypes which students evidence.

-- seek out information on programs of multi-ethnic studies.

-- investigate student interest in their ethnic heritage.

-- discuss with resource persons the need for ethnic understanding.

-- assess the student body. Do ethnic and minority groups predominate, or is the school better described as "middle America?"

B. The faculty should enlarge its understanding of ethnicity.

-- explore the literature of ethnicity.

-- review or study the professional literature which deals with personal needs, self-identity, etc., particularly as these relate to ethnicity.

-- take a university course or workshop which deals with ethnicity.

-- test yourself on prejudices, attitudes, and racial bias.

-- participate in human relations workshops.

-- ask other faculty members and students to evaluate you on the basis of your priorities and prejudices.

-- discuss a topic such as "institutional racism" with a person of another race.

C. The faculty should explore basic elements of the program, especially the level for placement and resources.

-- take a walk through the neighborhood. Look for evidences of ethnic interest, e.g., shops, restaurants, etc.

-- make inquiries with the local school district, the diocesan office, or the state department of education regarding existing programs and materials for ethnic studies.

-- visit a school which is using such a program. Discuss its problems and processes.

-- review student needs and present school curriculum. Make a tentative decision as to placement of program.

-- discuss with officials the use of museum facilities.

-- discuss availability of materials of instruction with local public libraries. Assess the school's library resources.

-- visit a curriculum resource center. Make note of available materials.

-- examine catalogs listing free and inexpensive resource materials. Make note of available films, pictures, etc.

D. The faculty should cooperate with parents, students, and community to plan a program for multi-ethnic understanding.

-- ask a panel of students to investigate and discuss with the faculty their perceptions of the ethnic orientation of the school, its program and climate.

-- acquaint students, parents and community, with the general outline of programs for ethnic understanding.

-- brainstorm with student leaders for ideas and strategies to stimulate interest and involvement in program planning.

-- ask a school which is using ethnic studies if students, parents, community leaders, may visit that school and observe the program.

-- structure buzz sessions which provide for faculty-parent-student discussion regarding need and activities for a program in multi-ethnic understanding.

-- invite resource persons to discuss ethnic studies.

-- identify those goals of the school which relate to goals for ethnic understanding.

-- structure a discussion in which parents and students can contribute to goal formulations for the program.

-- seek out community leaders, especially those in the ethnic community, for assistance in developing program activities.

-- contribute to newsletter, local newspapers and radio broadcasts, etc., to communicate the purposes and activities of the program.

-- invite students and parents to examine the assumptions and expectations of the program. Then discuss how students will evidence growth in desired learning.

E. The faculty should cooperate in the development, implementation and evaluation of the program.

-- review the goals of the program. Clarify specific objectives which flow from the goals. Define measures of student learning.

-- plan activities. Relate to other fields of the curriculum.

-- cooperate in exploring, evaluating and compiling of resources for ethnic studies.

-- discuss and decide responsibility of various aspects of program including communication with parents, student activities, and evaluation.

-- cooperate in jointly planned and executed learning activities.

-- assess student progress using a variety of evaluation methods. Share objective evaluations of student growth.

-- relate student achievement to objectives and activities of the program. Modify program as assessment suggests.

-- maintain flexibility in program to meet special needs.

-- maintain communication with each other, students, parents, and the local community.

-- critically analyze all phases of the planning, teaching-learning, and communication processes. Use analysis to improve these processes in this program.

There is no single way in which a school faculty can insure that its students achieve long-range goals. This is particularly true for the goals of ethnic studies, a field whose conceptual and social implications are so complex, and in which issues are so sensitive. However, Many Peoples--Shared Dreams has attempted to spell out means by which a school faculty can study, plan, and cooperate with the students, parents, and the community in a program rooted in the present reality. If these kinds of involvement take place, then the community of learning can make its special commitment to the shared dream of all peoples, that of justice and peace for one's own community, and for all the peoples of the earth.

As a part of Section III, FACULTY DEVELOPMENT AND PLANNING FOR MULTI-

ETHNIC STUDIES, a questionnaire has been provided which appears as Appendix A at the conclusion of the Guide. It is suggested that this questionnaire be used with faculty members to point out to them specific student needs which might be met through a curriculum of multi-ethnic studies. The information obtained through the use of the questionnaire should prove most helpful in faculty discussions and planning sessions.

IV. EVALUATION IN THE MULTI-ETHNIC CURRICULUM

Evaluation is an integral part of the multi-ethnic curriculum. The purpose of the evaluation is to assess student progress and thus to improve the effectiveness of the program. Evaluation is always preceded by the identification of learning objectives, that is, the specifying of student behavior in terms of the desired outcomes of learning. The goals which have been suggested for Part II: A RESOURCE MODEL FOR A MULTI-ETHNIC CURRICULUM, are appropriate to guide the identification of both cognitive and affective learning objectives.

While it is generally assumed that faculty will be involved in the assessment activities, it must be emphasized that students should also participate in evaluation. They are frequently excellent critics of the learning programs in which they are required to be participants. The evaluation of their own progress motivates students to establish their learning goals and to choose activities which are appropriate to their goals, their interests and their skills.

While no specific evaluative instruments have been provided, it is recommended that faculty and students utilize a wide variety of evaluative measures. Part V: RESOURCES, particularly the section on Curriculum Planning, should be of value in location and/or developing specific evaluative tools. Most evaluation instruments will be developed in the teacher-student learning situtation. Objective tests, informal essays, pictorial displays, discussion, checklists and teacher observation are all means by which student progress can be measured. No one instrument measures all desired changes in the student. However, when measures are considered as

a whole, when they are used over a period of time, and when they are co-ordinated with the observations and recommendations of the student himself, teachers, and parents, some tentative measurement of growth and change is possible.

V. RESOURCES FOR ETHNIC STUDIES

Following is a listing of resources for use in planning curricula for a program of multi-ethnic studies. The materials selected for inclusion in Many Peoples--Shared Dreams are intended to present a broad picture of the many sources of curricular materials. Materials designed exclusively for student use have not been included.

A. GENERAL SOURCES

The Educational Resources Information Center (ERIC)

ERIC is a national information system maintained by the Office of Education, Department of Housing, Education and Welfare. It disseminates educational research results and research-related materials. Materials are available in print and in microfiche copy. ERIC catalogs and periodical indices are available for review in library reference divisions. Many libraries maintain collection of ERIC microfiche. ERIC materials are available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, or from their original sources.

Ethnic-Minority Societies

Many societies and organizations which are concerned with ethnic or minority affairs welcome the opportunity to cooperate with schools. Below are listed national offices of various ethnic societies. Check your local telephone directory for local chapters of these and other ethnic societies. Your local public library will also be of assistance in identifying such organizations.

American Bulgarian League
55 Sutton Place, New York, New York 10022

American Hellenic Congress
4200 Cathedral Avenue, N.W., Washington, D.C. 20016

American Latvian Association
Shoreham Building, Suite 913, 806 - 15th St., N.W., Washington, D.C. 20005

American Lithuanian Catholic Federation
17689 Goldwin, Southfield, Michigan 48075

American Slovenian Catholic Union
351-353 North Chicago Street, Joliet, Illinois 60431

Anti-Defamation League of Bnai-Brith
1640 Rhode Island Avenue, N.W., Washington, D.C. 20036

Armenian General Benevolent Union of America, Inc.
109 East 40th Street, New York, New York 10016

Association Canado Americaine
52 Concord Street, Manchester, New Hampshire 03101

Association of Romanian Catholics
4309 Alcott Avenue, East Chicago, Indiana 46312

Byelorussian-American Assocation, Inc.
166-34 Gothic Drive, Jamaica, New York 11432

Chinese Consolidated Benevolent Association
171 Third Avenue, New York, New York 10003

The Columbia Association of the Board of Education
6963 - 182 Street, Flushing, New York 11365

Croatian Fraternal Union of American
Kingston and Delaney Drives, Pittsburgh, Pennsylvania 15235

Danish Brotherhood
3717 Harney Street, P.O. Box 31748, Omaha, Nebraska 68131

German-American National Congress, Inc.
4740 N. Western Avenue, Chicago, Illinois 60625

Irish American Cultural Institute
683 Osceola Avenue, St. Paul, Minnesota 55105

Japanese American Citizens League
1634 Post Street, San Francisco, California 94115

Maltese Union Club
246 Eighth Avenue, New York, New York 10011

National Association for the Advancement of Colored People (NAACP)
422 1st St. S.E., Washington, D.C.

National Alliance of Czech Catholics
2636 South Central Park Avenue, Chicago, Illinois 60650

National Association of Polish Americans
3829 W Street, S.E., Washington, D.C. 20020

National Confederation of American Ethnic Groups
562 Davis Building, Washington, D.C. 20066

National Slovak Society of The United States of America
516 Court Place, Pittsburgh, Pennsylvania

Pan-Albanian Federation
25 Huntington Avenue, Room 412A, Boston, Massachusetts 02116

Russian Brotherhood Organization
1733 Spring Garden Street, Philadelphia, Pennsylvania 19130

School Department, American Estonian Council
243 East 34th Street, New York, New York 10016

Sons of Norway
1455 West Lake Street, Minneapolis, Minnesota 55408

Sons of Scotland
19 Richmond Street West, Toronto, Ontario CANADA

Ukrainian National Association, Inc.
81-83 Grand Street, Jersey City, New Jersey 07303

United Caribbean Youth
429 West 47th Street, New York, New York 10036

United Swedish Societies
Four West 22nd Street, 4th Floor, New York, New York, 10010

Welsh Society
109 Gladstone Road, Landsdowne, Pennsylvania 19050

B. CATALOGS AND BIBLIOGRAPHIES

The AFRO-AMERICAN IN BOOKS FOR CHILDREN: INCLUDING BOOKS ABOUT AFRICA AND THE WEST INDIES, Rev. Ed. Prepared by the Children's Service, Public Library of the District of Columbia, 1969.

Annotated bibliography of books for and about black children.

American Educational Publishers Institute, INSTRUCTIONAL MATERIALS FOR URBAN SCHOOLS: A BIBLIOGRAPHY OF MULTI-ETHNIC TEXTBOOKS AND SUPPLEMENTARY MATERIALS, AEPI, 1969.

An unevaluated listing of current text materials pertinent to ethnicity.

Association of American Indian Affairs, Inc., A PRELIMINARY BIBLIOGRAPHY OF SELECTED CHILDREN'S BOOKS ABOUT AMERICAN INDIANS, AAIA, 1969

Provides ample listing of books appropriate for studies related to the American Indian.

Barnes, Reguin, A SELECTED ERIC BIBLIOGRAPHY ON TEACHING ETHNIC MINORITY GROUP CHILDREN IN THE UNITED STATES OF AMERICA, ERIC Series, 1969.

Includes reports of research related to teaching, significant concepts pertinent to minority children instruction, and recommendations for improvement of instruction.

The BLACK EXPERIENCE IN CHILDREN'S BOOKS, New York Public Library, Office of Children's Services, The New York Public Library, East 40th Street, New York, New York 10016

Annotated list includes books about black life in countries all over the world.

BOOKS IN PRINT, 2 vols., New York, R.R. Bowder Company, 1969.

Catalog indexed according to author and title. Useful for purchasing books.

Clancy, Barbara Jean, CHILDREN'S INTERRACIAL FICTION, AN UNSELECTIVE BIBLIOGRAPHY, The Curriculum Viewpoint Series, American Federation of Teachers, AFL-CIO, No. CV-4, 1969.

Extensive listing of fiction which touches on ethnicity.

Downes, Patricia. NEGROES IN AMERICAN LIFE. Department of Educational Media and Technology, Montgomery County Public Schools, Maryland, 1971.

Compilation of assorted books and materials on American Negro. Division of booklet is by Media type, Annotation included.

EL-HI TEXTBOOKS IN PRINT, New York, R.R. Bowder Co., 1970 (former title: TEXTBOOKS IN PRINT).

Catalog of 15,000 elementary, junior, and senior high textbooks and learning materials in book form. Indexed by author, subject, and title. Useful for ordering materials.

Finney, James E., compiler, THE LONG ROAD TO NOW: A BIBLIOGRAPHY OF MATERIAL RELATING TO THE AMERICAN BLACK MAN, C.W. CLARK, 1969.

Annotated and indexed materials relating to Black experience.

Griffin, Louise, MULTI-ETHNIC BOOKS FOR YOUNG CHILDREN, Washington, D.C., National Association for the Education of Young Children, 1971.

Annotated bibliography of multi-ethnic books for young children. Appropriate for parents and teacher.

Haviland, Virginia, compiler, CHILDREN AND POETRY: A SELECTIVE, ANNOTATED BIBLIOGRAPHY, Library of Congress, United States Government Printing Office, 1969.

Comprehensive bibliography of poetry by and for children. Annotation may suggest poetry of self-awareness and self-identity.

Heathman, James E., and Martinez, Cecilia, compilers, MEXICAN-AMERICAN EDUCATION: A SELECTED BIBLIOGRAPHY, ERIC/RC, 1969.

Appropriate for teacher preparation. Includes government publication useful for curriculum programs.

Holland, Nora, A SELECTED ERIC BIBLIOGRAPHY ON THE EDUCATION OF URBAN AMERICAN INDIAN AND MEXICAN AMERICAN CHILDREN, ERIC-IRCD Series, 1969.

Johnson, Vivian T., SELECTED BIBLIOGRAPHY OF THE BLACK EXPERIENCE, Afro-American Resource Center, Circle Associates, 126 Warren Street, Roxbury, Massachusetts 02119, $3.00.

This resource provides annotated information on a variety of instructional materials for K-12 curriculum programs.

Momaday, Natachee Scott. AMERICAN INDIAN AUTHORS. New York, Houghton Mifflin, 1972.

Twenty-six selections by 15 contemporary American Indian authors. Describes legends, ceremonial chants, poems and stories. The selection includes topics for discussion. Pictures and short biography of each author are included.

National Archives and Records Service. SOURCES OF UNITED STATES GOVERNMENT FILMS AND AUDIOVISUAL MATERIAL, Publication No. 70-3. NARS, 1969

U.S. GOVERNMENT FILMS: A CATALOG OF MOTION PICTURES AND FILMSTRIPS FOR SALE BY THE NATIONAL AUDIOVISUAL CENTER, Publications No. 70-3. NARS, 1969.

National Gallery of Art, Extension Services. Washington, D.C. 20565.

This service publishes lists of all its programs and materials which are available to schools throughout the country. Includes films, pictures, filmstrips and traveling exhibits. Request catalog.

Penn, Joseph E. et al., NEGRO AMERICAN IN PAPERBACK: A SELECTED LIST OF PAPERBOUND BOOKS COMPILED AND ANNOTATED FOR SECONDARY SCHOOL STUDENTS, rev. ed., Washington, D.C., NEA, Center for Human Relations, 1968.

Listing and annotation useful for planning curriculum and book purchasing.

RED, WHITE AND BLACK: MINORITIES IN AMERICA. The combined Paperback Exhibit, Inc., Scarsborough Park, Albany Post Road, Briarcliff Manor, New York 10510, 1961.

Bibliography of books and publishers listings, American Library Association Conference, 1969.

Sloan, Irving J. BLACKS IN AMERICA-1620 to 1970. A CHRONOLOGY AND FACT BOOK, Oceana Publications, Inc., Dobbs Ferry, New York, 1971.

Enumerates contributions of Blacks. Includes bibliography, a course outline of Afro-American history and folk music suggestions. Also includes a directory of Black organizations.

-- THE JEWS IN AMERICA-1620 to 1970. A CHRONOLOGY AND FACT BOOK, Oceana Publications, Inc., Dobbs Ferry, New York, 1971.

This book is one of a series of ethnic chronologies. Focuses on significant Jewish contribution to American civilization from 1620-1970. Categories includes Jews in America, Selected Documents of American Jewry, and Appendices.

TEACHERS' GUIDE TO FREE AND INEXPENSIVE CURRICULUM MATERIALS, Educator's Progress Service, Inc. Randolph, Wisconsin 53956.

These catalogs of free and inexpensive materials are published annually. Entries are categorized according to subject matter and media. Annotations include sources, service charge, grade level and brief description of item.

Ullan, Judith, compiler, FOLKLORE OF THE NORTH AMERICAN INDIANS: AN ANNOTATED BIBLIOGRAPHY, Washington, D.C. Government Printing Office, 1969.

Provides sources for songs, stories, poetry related to American Indian.

Weed, Perry L., et al. "ETHNICITY AND AMERICAN GROUP LIFE. A BIBLIOGRAPHY" American Jewish Committee, New York, N.Y., 1972. Available from Institute of Human Relations, 165 E. 56th St., New York, N.Y. 10022.

Selective bibliography for the survey of literature of American ethnic groups.

C. CURRICULUM PLANNING AND DEVELOPMENT

Banks, James A. (Ed.), TEACHING ETHNIC STUDIES: CONCEPTS AND STRATEGIES, 43rd Yearbook, The National Council for the Social Studies, Washington, D.C., 1973.

Develops conceptual framework for ethnic studies. Identifies strategies and principal concerns for development of programs. Includes notes on models for ethnic studies curricula and selected resources. Excellent for faculty planning and study.

Banks, James A., et al, TEACHING SOCIAL STUDIES TO CULTURALLY DIFFERENT CHILDREN, Addison-Wesley Publishing Company, Inc., Reading, Massachusetts, 1971.

Designed to help classroom teachers develop an understanding of cultural differences and teaching strategies for social studies classes for Afro-American, Mexican-American, Puerto Rican Americans and American Indian Students. Fifty readings are reproduced from journals, books and unpublished manuscripts.

Butler, Ernest, et al., BLACK STUDIES SOCIAL STUDIES RESOURCE BOOK, Department of Defense, Overseas Schools, Washington, D.C., 1971, ERIC Ed 067 346.

Suggests ways in which Black Studies can be introduced into the junior high school curriculum. Includes models for activity, approaches and development of program. Specifies areas for study. Includes annotated bibliography.

BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, Vol. 54, No. 345, April, 1970, Washington, D.C., NEA-NASSP. Available in reprint.

Entire issue devoted to issues and aspects of black studies in school. Valuable for curriculum planning for multi-ethnic curricula.

CONTRIBUTION OF BLACK AMERICANS, INDIAN AMERICANS, MEXICAN AMERICANS AND ASIAN AMERICANS TO AMERICAN HISTORY. Publications Department, Santa Clara County Office of Education, 45 Teresa Street, San Jose, California, 1971.

Teacher resource guide for grades k-12. Developed by a multi-ethnic committee of educators to comply with California Education code. Concepts, learning activities, and resource materials listed for each unit Useful for local planning.

CRITERIA FOR EVALUATING THE TREATMENT OF MINORITY GROUPS IN TEXTBOOKS AND OTHER CURRICULUM MATERIALS, Michigan Association for Supervision and Curriculum Development, 1216 Kendale Boulevard, East Lansing, Michigan 48823.

Brief presentation of the standards by which handling of minority groups in text materials may be evaluated. Helpful for materials selection committees. Alerts teachers to "does" and "don'ts" in curriculum activities.

DEVELOPING VALUE CONSTRUCTS IN SCHOOLING: INQUIRY INTO PROCESS AND PRODUCT, Ohio Association for Supervision and Curriculum Development Research Institute. Available from School Management Institute, 6800 High Street, Worthington, Ohio, 43085.

Institute topics include the theoretical basis for values in school, analysis of outcomes, etc. Helpful for the selection and development of strategies for value-oriented learning.

EDUCATION AND RACISM: AN ACTION MANUAL. NEA Publications, Washington, D.C., 1973, Order NEA-381-12056.

Views institutional racism in the school. Includes description of an inservice program to assist teachers in understanding and combatting racism. Includes attitude scales, inventories and workshop model for teacher inservice training.

ETHNICS BACKGROUNDS AND CULTURAL FACTORS: RESOURCE UNIT II, Grade 6, Providence Social Studies Curriculum Project, Report No. CRP 6-1195, Providence Public Schools, R.I. and Rhode Island College, 1968.

Social Studies Curriculum includes civilizations of Latin American and Africa. Materials include selected topics, activities and materials. Maps, charts and articles are included. Skills and understanding for student evaluation are listed. Pupil objectives are clearly stated.

Eugel, Madeline H. INEQUALITY IN AMERICA: A SOCIOLOGICAL PERSPECTIVE. New York: Thomas Y. Cromwell Co., 1971.

This book acquaints young people with the discipline of sociology. Gives appropriate guidance for sociological approaches to study of concepts such as inequality, racism.

EVALUATION GUIDELINES FOR MULTICULTURAL/MULTIRACIAL EDUCATION, National Study for School Evaluation, Arlington, Virginia, 1973.

Extensive analytic tool for the evaluation of multi-cultural/multi-racial curricula. Though designed specifically for secondary schools, this booklet would be a valuable instrument for stimulating faculty discussion and for developing programs in multi-ethnic education.

Gray, Desmond P., et al., "Minority Groups in America: English," Dade County Public Schools, Miami, Florida, 1971, ERIC ED 068 975.

Course outline for study of the contribution of English minorities to the American scene. Strategies, course objectives and resources included. Useful as model for course for other minorities.

EVALUATION GUIDELINES FOR MULTICULTURAL/MULTIRACIAL EDUCATION. National Study for School Evaluation, Arlington, Virginia, 1973.

Extensive analytic tool for the evaluation of multi-cultural/ multi-racial curricula. Though designed specifically for secondary schools, this booklet would be a valuable instrument for stimulating faculty discussion and for developing programs in multi-ethnic education.

Gray, Desmond P., et al. MINORITY GROUPS IN AMERICA: ENGLISH. Dade County Public SChools, Miami, Flroida, 1971, ERIC ED 068 975.

Course outline for study of the contribution of English minorities to the American scene. Strategies, course objectives and resources included. Useful as model for course for other minorities.

Hadfield, Donald L. ETHNIC AND CULTURAL DIFFERENCES: A SUGGESTED APPROACH TO INSERVICE TRAINING FOR CLASSROOM TEACHERS. ERIC ED 058 175, 1971.

Inservice program designed for classroom teachers who wish to broaden their knowledge about children from ethnic and minority groups. Plan requires 14 hours of participation. Bibliography of books, organizations, human relations, audio-visual resources, film and distributors.

THE INSTRUCTOR, Vol. 81, No. 5, January, 1972.

Much of this issue is devoted to the understanding of the Mexican-American, Puerto Rican, and Menonimee Indian ethnic experience. Articles include brief bibliographies.

Joyce, William W. "Minorities in Primary Grade Social Studies Textbooks" in SOCIAL EDUCATION, March, 1973, pp. 218-233.

In-depth, critical review of eight commonly used social studies primary textbooks. Includes criteria applicable to analysis of texts at other levels.

Kleinfeld, J.S. SOME INSTRUCTIONAL STRATEGIES FOR THE CROSS CULTURAL CLASSROOM. Alaska State Department of Education, June, 1971.

Based on questionnaire data from teachers, paper describes instructional strategies for new teachers entering the Alaskan cross-cultural community classroom. Copy of questionnaire included.

Laubenfels, Jean, compiler. ETHNIC STUDIES, Association Referral Information Service, Ohio Education Association, Columbus, Ohio.

Seventy-two publications, ranging from ERIC documents to journal articles are annotated in this selective bibliography. Designed for educators interested in developing and teaching curriculum materials that deal with American subcultures and relationships.

Mahan, James M. and Jean F. Gill. HOW TO INSTALL A NEW CURRICULUM. Educational-Technical Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Series of booklets prepared to assist school administrators in dealing with new curricula. Information based on extensive curriculum installations in 53 schools in New York and Pennsylvania. Practical aspects of learner and student involvement emphasized as part of preparation for curriculum adoption.

Narikawa, Diane, et al. "Attitudes Related to Tolerance: Grades 9-12," Instructional Objectives Exchange, Los Angeles, California, 1971, ERIC ED 069 680.

Includes maesurement tools, e.g., scales, checklists, observation techniques, for the study of tolerance in high school students. Valuable source book for determining affective outcomes.

PEOPLE WHO LIKE PEOPLE. Department of Human Relations, Montgomery County Public Schools, Rockville, Maryland.

Fifty-four human relation activities for the classroom teacher.

PHI DELTA KAPPAN, Vol. 53, No. 5, January, 1972.

Entire issue devoted to in depth analysis of issues in ethnic-oriented education.

Raths, Louis E. et. al. VALUES AND TEACHING. Columbus, Ohio. Charles E. Merrill Publishing Co., 1966.

Describes theory, process and specific instructional strategies to implement value-education in a pluralistic society.

Sloan, I. THE NEGRO IN MODERN AMERICAN HISTORY TEXTBOOKS AND THE TREATMENT OF BLACK AMERICANS IN CURRENT ENCYCLOPEDIAS. Washington, DC, American Federation of Teachers, 1970.

These publications alert teachers to the stereotypes and biases which permeate American textbooks and encyclopedia treatment of Blacks.

TRI-ETHNIC CURRICULUM PROJECT, Michigan Catholic Conference. Request information of: Department of Curriculum Planning, Archdiocese of Detroit, 305 Michigan Avenue, Detroit, Michigan 48226.

Provides guidance for the development of curriculum for the study of Black, Indian, and Spanish-speaking minorities. Excellent annotated bibliography. Includes materials for teachers and students, models for teaching, faculty planning, and inter-school cooperation.

UNDERSTANDING INTERGROUP RELATIONS. NEA Publishing, Room 609, 1201 16th Street, Washington, DC 20036.

Multi-media kit suggests means by which students and educators of many ethnic groups can work together successfully. Kit or individual items may be purchased.

Walton, Sidney F., Jr. THE BLACK CURRICULUM: DEVELOPING A PROGRAM IN AFRO-AMERICAN STUDIES. Black Liberation Publishers, Palo Alto, California, 1965.

Outlines a curriculum for an urban Black community. Topics include: semantics in the perpetuation of racism; developing relevant course content and activities at all levels of education; and counseling black students. Some short poems are included.

D. THEORY AND BACKGROUND FOR ETHNICITY

BOOKS:

Brown, Claude, MANCHILD IN THE PROMISED LAND. New York, Macmillan, 1964.

Graphic description of growing up in black community.

Cohen, David K., IMMIGRANTS AND THE SCHOOLS: A REVIEW OF RESEARCH. ERIC/IRCD, 1969.

Brief listing of current research of ethnicity and its effect on schools and schooling.

Cohen, M.D., ed., LEARNING TO LIVE AS NEIGHBORS. Washington, DC Association for Childhood Education International, 1972.

Pamphlet detailing need for understanding and sensitivity to insure multicultural harmony.

Debo, Angie, AMERICAN INDIAN: A HISTORY OF THE INDIANS IN THE UNITED STATES. University of Oklahoma Press, 1005 Asp Avenue, Norman, Oklahoma 73069, $8.95, 1971.

Provides basis for historical information on all Indian tribes in the United States. Current trends in Indian education, family life and government are presented to illustrate contributions and developments of Indians. Suggested readings included.

Greeley, Andrew M., THE REDISCOVERY OF DIVERSITY. National Opinion Research Center, Chicago, Illinois, 1971, ERIC ED 068 602.

Research related to personality and attitudes of white ethnic Americans. Background information for understanding the concept and manifestation of ethnicity, and the influence of ethnicity on American life.

_____, WHY CAN'T THEY BE LIKE US? FACTS AND FALLACIES ABOUT ETHNIC DIFFERENCES AND GROUP CONFLICTS IN AMERICA. Available from institute of Human Relations Press, The American Jewish Committee, 165 E. 65th Street, New York, NY 10022, 1969.

Deliniates ethnic sensibilities. Details useful for understanding of concepts such as race, ethnicity.

MacDonald, J.B., CROSS CULTURAL IMPACT. Washington, DC, U.S. Catholic Conference, 1971.

Details problems and processes of culturally diverse nation. General information.

Mayerson, Charlotte M. TWO BLOCKS APART. New York, Anon., 1965.

The edited comments of two adolescents growing up in an American city. The youths, one Puerto Rican and one Irish-American, live two blocks apart from each other. This means they live in two different worlds.

Novak, Michael. THE RISE OF THE UNMELTABLE ETHNICS. Middletown, Pennsylvania, Jednota Printery, 1972.

Analysis of ethnic groupings in America. Special emphasis on white ethnic groups. Includes historical basis for ethnic perception and implications for present day United States.

Oklare, James M. ETHNIC-MINORITIES AND DOMINANT ELITES IN AMERICAN LIFE. Drew University, Madison, NJ, 1971.

Historic description of three major routes of upward social mobility of ethnic minorities in American life. Analysis explores these theories in relation to Blacks and Puerto Rican ethnic minorities.

Ross, Peter I. THEY AND WE. New York, Random House, 1964.

A concise, informative introduction to intergroup relations in the United States. The author presents capsulated views of several different minority groups. Short chapters on prejudice, discrimination and segregation.

Thomas, Peri. DOWN THESE MEAN STREETS. New York, A.A. Knopf, 1967.

The autobiography of a Puerto Rican man who grew up in the streets of Spanish Harlem. Reveals life among typical Puerto Rican families. Emphasis on generation gap problems.

ARTICLES:

Beck, Kathy and Armin. "All They Do Is Run Away!" in U.S. Commission on Civil Rights, CIVIL RIGHTS DIGEST, Washington, DC, Vol. 5, #2, August, 1972.

The authors' children are of mixed racial ethnic backgrounds, American Indian and Filipino. Article relates personal experiences of these children in a northern school district. Authors criticize and offer proposals to correct unfavorable ethnic and racial experiences of the children in the school. Empathetic understanding of the children's experiences in the school setting.

Greeley, Andrew M. "The Future of the Ethnic 'Revival'," National Opinion Research Center, Chicago, Illinois, 1972, ERIC ED 068 603.

Views American Society as a Society of Ethnic Groups. Defines ethnicity and reviews social structure of American society in the context of ethnic groups.

_____ and McCready, William. "The Transmission of Cultural Heritages: The Case of the Irish and Italians," National Opinion Research Center, Chicago, Illinois, 1972, ERIC ED 068 604.

Two ethnic groups are examined in the context of persistance of cultural heritage in the American experience.

Kolm, Richard. "Ethnicity and Society: A Theoretical Analysis and Its Implications for the United States," unpublished article. Presented at the Conference on Problems, Progress, and Prospects of the American Working Class in the 1970's, Rutgers University, 1970, Center for Studies of Metropolitan Problems.

Scholarly analysis of the theory and concepts of ethnicity. Includes delineation of function and dysfunction of ethnicity. Relates ethnicity to other pertinent concepts in sociology.

Long, Barbara H. and Henderson, Edmund H. "Teachers' Judgment of Black and White School Beginners" in SOCIOLOGY OF EDUCATION, Vol. 44, #3, Summer, 1971, New York, American Sociological Association, pp. 358-368.

Reports research on teacher expectation of black and white students. Revealing portrayal of the effects of teacher bias on student achievement.

Patterson, Orlando. "Re-Thinking Black History," in HARVARD EDUCATIONAL REVIEW, Vol. 41, #3, pp. 297-315.

Succinct presentation of the theories underlying black history. Provides background of information for needs of black studies programs.

Roberts, Arthur D. and Weinland, Thomas P. "In Search of Humanity," EDUCATIONAL LEADERSHIP. NEA, Washington, DC, January, 1971.

Twenty white college teachers in Hartford, Connecticut visited homes, schools and jails. A humanistic and self-awareness approach gives insight to personal prejudices. Author feeels institutions should structure opportunities for confrontations between racial groups so that one can become more aware of himself and develop an ability to understand and appreciate others.

APPENDIX A: MULTI-ETHNIC STUDIES IN OUR SCHOOL: A QUESTIONNAIRE

The purpose of Many Peoples--Shared Dreams: A Curriculum Guide for Multi-Ethnic Studies is to assist school faculties and individual teachers in developing and implementing curricula which foster the understanding and appreciation of ethnic diversity. This checklist can be used to alert faculty members to student needs which might be met through a curriculum of multi-ethnic studies.

(It is suggested that the checklist be reproduced and distributed to each faculty member. Responses could serve as a focus for faculty discussion concerning the introduction of learning experiences related to goals of multi-ethnic understanding.)

Directions:

Consider each of the following items in the context of your own class or subject area. Circle the appropriate response.

1. I have read about and given serious thought to problems which relate to issues of race, minorities, cultural differences and value differences.	Yes	No	Not Sure
2. I have read about and given serious thought to the need for young people to grow in understanding of issues which relate to ethnicity, and to grow in understanding and appreciation of ethnic diversity.	Yes	No	Not Sure
3. I have had the opportunity to interact with adults and young persons who are members of groups which differ from me in race, minority status, income, culture and/or value systems.	Yes	No	Not Sure
4. My students have had the opportunity to interact with persons who are members of groups which differ from them in race, minority status, income, culture and/or value systems.	Yes	No	Not Sure
5. My students are generally homogeneous in race, minority status, income, culture and/or values.	Yes	No	Not Sure

6.	The students whom I teach evidence a need to grow in understanding and appreciation of their own ethnic group.	Yes	No	Not Sure
7.	The students whom I teach evidence a need to grow in understanding and appreciation of peoples who are different from them.	Yes	No	Not Sure
8.	The written goals of the school, which serve as the basis for our curriculum, are congruent with the goals of multi-ethnic understanding as expressed in this guide.	Yes	No	Not Sure
9.	The areas of the curriculum (social studies, music, religion, etc.) for which I am responsible would lend themselves to topics and activities which contribute to multi-ethnic understanding.	Yes	No	Not Sure
10.	I would like to incorporate some aspect of ethnic studies in my courses.	Yes	No	Not Sure
11.	I am familiar with curricula and learning experiences which may contribute to students' understanding and appreciation of ethnic diversity.	Yes	No	Not Sure
12.	I have evaluated my students' present level of understanding, response and sensitivity.	Yes	No	Not Sure
13.	I am willing to participate in an in-service program of study for a better understanding of the content and methodology of ethnic-oriented curriculum.	Yes	No	Not Sure
14.	I am willing to explore with other faculty members the possibility of initiating a program of ethnic studies in our school.	Yes	No	Not Sure
15.	Should the school decide to adopt a program of ethnic studies, I am willing to contribute to the design and development of the program.	Yes	No	Not Sure
16.	I am willing to discuss with parents and members of the local community the school's interest in pursuing a program of ethnic studies.	Yes	No	Not Sure

17.	My students have access to a wide variety of printed and visual audio-visual materials which present sound factual information about different peoples in America today, and/or which present materials which help students empathize with the experiences of different peoples.	Yes	No	Not Sure
18.	I am willing to explore resources for ethnic studies which might be made available to our school.	Yes	No	Not Sure